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THE SPECTATOR

HAMILTON COLLEGE

SERIAL SEVENTEEN | HAMILTON COLLEGE, CLINTON, N.Y., NOVEMBER 1, 1963 | NUMBER SIX

Charlatans To Present Spoof Of Early Romantic Chivalry

Next Wednesday, Friday, and Saturday nights, Nov. 6, 8, and 9, an Elizabethan trumpet fanfare will call the Hamilton College community to the first full-scope dramatic production on the Hill in recent years.

Curtain time for the Charlatans's presentation of Beaumont and Fletcher's *The Knight of the Burning Pestle* will be 8:30 each night. Free tickets may be obtained through next Tuesday in the rear of the College Store.

Gerard E. Moses, director, described the play as an early seventeenth century spoof of melodrama and romantic chivalry. Dave Snell plays Ralph, a servant boy who turns grocer and then knight to carry out the dramatized literary criticism.

Aiding and hindering Ralph are John Battin, Dan Dietrich, Jack Zulach, Pete Christensen, Bruce Winter, Tom Nagy, Conway Wilson - Young, Rick Lowell, Dave Grubin, Phill Bailey, Tom Bassford, Bill Hamilton, and Barry Walker.

Steve House, Dirk Milici, Miles Frazel, Gabby Asfar, Pete Richards, Guy Spath, John Berman, Dan Oran, Martin Kay, Bruce Corbett, David Kuperman, Stan Crowe, Skip Patterson, Buzz Gray, John Hammond, and Lynn Herbst complete the cast.

Assiting Moses in directing the play are Ralph Ashbrook, Conway Wilson-Young, and Gabby Asfar.

Two violins, two trumpets, a guitar, two recorders, and drums will provide live music throughout the play. Musicians and danc-

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—Photo by Edmonds

CHARLATANS — Conway Wilson-Young, Bill Hamilton, and Dave Snell rehearse for the up-coming production of "The Knight of the Burning Pestle." The Charlatans are putting on the play in the Minor Theater on Nov. 6, 8, 9.

College Nominates Eighteen Seniors For Fellowships

Eighteen Hamilton seniors have been nominated for Woodrow Wilson National Fellowships.

George L. Nesbitt, director of the program on the Hill, announced yesterday that the following men were selected by their department:

Mark Maxwell, Dave Morris, Keith Wrigley, department of English; Jim Hunt, Pete Lathrop, Dan Papero, Jim Schliefer, Horace Underwood, history; Bill Berg, Grove Ward, Rod Sangster, Romance languages.

George Tunstall, German; Mark Evans, Tom Oberholtzer, philosophy; Mile Colodner, Norm Mausolf, government; Herb Sutter, chemistry, and Clem Moses, physics.

The Foundation offers 1000 fellowships nationally for first year graduate study leading to careers in college teaching. Each fellowship pays full tuition plus $1800 living expenses for unmarried recipients.

Nesbitt explained that the 18 seniors will now enter regional competition against approximately 600 other nominees. More than 400 will be eliminated on the basis of their college records, and the remainder will be called for personal interviews.

The records of those who pass the interviews will then be considered by a national committee. Nesbitt estimated that about 100 nominees from New York State will finally be awarded fellowships.

Last year, six Hamilton men received grants from the Foundation.

The Woodrow Wilson National Fellowship Foundation primarly supports candidates in the humanities and the social sciences. The Foundation encourages seniors interested in the natural sciences to apply for National Science Foundation fellowships rather than Woodrow Wilson awards.

Students seeking graduate training in professional fields such as law, medicine, engineering, education, journalism, and business administration are not eligible for nomination.

Men accepting awards must pledge that they will give serious thought to a career in college teaching and that while at graduate school they will undertake a full-time program of graduate study.

Wertimer Cancels Party Permission

Associate Dean Sidney Wertimer announced Tuesday that he will grant no permission for room parties in the dormitories for this weekend and the weekend of Nov. 9.

Wertimer said that students have requested responsibility and yet have continued to show little response to that which they already have.

He said that he was forced to take "this drastic step" in order to make students realize the privileges they have been granted and the great responsibility they have to maintain them.

College Receives Scholarship Fund

Mrs. John Scott of Pasadena, California, has given the college $25,000 for the purpose of establishing a new scholarship.

She donated this money for needy students in honor of her father, Harlow E. Bundy, Class of 1877.

Bundy, who died in 1916, was the founder of the Bundy Manufacturing Co. and International Time Co. of New York. These two firms eventually merged with a third organization to become International Business Machines Corp.

Three years ago, Mrs. Scott and her sister, Mrs. Alfred S. V. Carpenter of Medford, Ore., gave the college $300,000 for the reconstruction of Middle Dormitory, where their father lived while a student.

ATTENTION ! — The Big Boo, Jumbo Hildebrand, and Joe Cuda assume an air of reserved dignity while acting as the honor guard for the sacred keg of beer surreptitiously hidden in the baby carriage wheeled onto the football field by Jerry Gottlieb. During half time of the Haverford game, the social committee awarded the keg of beer to TKE for the best Homecoming display.

Smith, Hamilton Choirs To Sing Mass by Haydn

John Baldwin, Jr., director of the Choir, will conduct the Smith College Glee Club and the Hamilton Choir in a joint presentation of Haydn's *Mass in C* this Sunday, Nov. 3, at 4 p.m. in the Hamilton gymnasium. He noted that the presentations "should lend themselves to a most inspiring program."

Commenting on Haydn's *Mass in C*, Baldwin explained that Haydn's form of composition contrasts with that of Beethoven in that there is the use of several militant trumpet calls, an opulence of splendor from the Roman Catholic Mass, and highly dramatic operetic solo material.

"With its symphonic proportions and operetic style, the Mass is an example of a musical form much cultivated in the eighteenth century," he said.

The soloists for Sunday's performance will be Jane Bucci, soprano; Carol Randles, contralto; Calvin Gage, tenor; and Peter Cavallo, bass.

Baldwin added that Hamilton Choir alumni of last year have been invited to sing in this first concert.

The Smith College Glee Club is under the direction of Edwin Lundin, a young composer who is replacing Miss Ida Dee Hiatt while sheh is on sabbatical leave at the University of California at Berkley. The Glee Club will sing several of Lundin's own works, including five of his Haiku, and five of Brahms' Kantos.

The Hamilton Choir will sing *Ave Verum* by Josquin des Pres and *Repleti Sunt* by Jacob Handl, and the Hamilton Brass Ensemble will present a suite for five wind instruments by Petzel.

The *Mass in C*, written as the *Mass in Time of War* while Napoleon was beseiging Austrian territory in Italy in 1796, was composed for the last of Haydn's Hungarian patrons, Prince Nicholas Esterhazy, on whose estate Haydn lived for over thirty years as director of the choir, chapel, and marionette theater, had given Haydn considerable freedom in composing.

The return concert with Smith will take place at 8 p.m., Nov. 17, at the John M. Green Hall in Northampton, Mass.

A reception for the Smith girls will be held Saturday evening at the Alpha Delta Phi house.

Chaplain of Yale To Give Lecture On Racial Crisis

The Rev. William Sloane Coffin, Jr., chaplain of Yale University and proponent of interfaith and interracial programs, will deliver Hamilton College's second Morron Lecture of the year this Sunday, Nov. 3, in the chapel.

His address will be entitled *The Uneasy Conscience: The Race Issue.*

Serving on the boards of the NAACP Legal Defense and Education Fund, Crossroads Africa and the Freedom of residence Fund, Coffin has long advocated more active roles by clergymen in social and political issues.

In May, 1961, he was one of sevevn "Freedom Riders" arrested in Montgomery, Ala.

When the Peace Corps was started in 1961, Coffin was named as an advisor and consultant. That summer he organized and became the first director of the Corps' field training center in Puerto Rico.

Known for his provacative sermons, Coffin has also written for *The Nation, Christian Century, Saturday Review,* and other mag-

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Wesleyan Game

The Hamilton-Wesleyan game at Middletown, Conn., will be broadcast live over WHCL-FM, 88.7, tomorrow at 1:30 p.m.

SPECTATOR
HAMILTON COLLEGE

SERIAL SEVENTEEN NUMBER 6

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QUOTATION OF THE WEEK

Almighty God hath created the mind free; no man shall be compelled to frequent or support any religious worship, place, or ministry. .....—Thomas Jefferson

Duo Performs with Precision

—*by* Robert Willoughby

French violinist Michel Chauveton and American pianist Willard Straight played a very successful and interesting concert in the chapel Wednesday evening.

The program began with Mozart's *Sonata in E minor*. From the start of the playing the duo was characterized by clearness, decision, and complete cooperation. However, the Mozart seemed a bit mechanical in places, as though the performers had not quite warmed up.

In the allegro, some of Chauveton's passages of fast detached notes were somewhat scratchy and uninteresting. The minuetto was an improvement with considerable sensitivity. Chauveton did at least an adequate job, using a rich clear tone especially in the upper register of his instrument. The tempo chosen for the Mozart was good, but its inflexibility damaged the piece.

In the Beethoven *Sonata No. VIII (Opus 30, No. 3)* which followed, both artists displayed their technique to better advantage, seeming to enjoy themselves more than in the Mozart. Not only did they show much agility, but they gave much attention to details of phrasing and expression throughout this demanding piece. In a few places in the *allegro assai*, Chauveton's passages of rapid staccato notes sounded a little forced, but he played lyric sections with great smoothness and feeling. In the final movement, *allegro vivace*, his staccato passages were usually well done. The performance of the Beethoven showed a well-developed unity of thought and production and was very satisfying.

Next on the program was the *Sonata* by Straight, who has written an orchestral piece now being recorded, which he wrote since years ago. He has altered it since its first performance two years ago. Straight composes with emphasis on rhythmic rather than thematic considerations, and his *Sonata* was organized largely as variations of a rhythmic figure.

The *Sonata* was certainly harmonically fresh and interesting, somewhat like the Bartok sonatas. The piano part was as important as the violin part. The whole piece was written and performed forcefully and dramatically.

With very few exceptions Chauveton's intonation was excellent through the most demanding parts. In the *adagio* a very striking effect was produced by detuning the G-string of the violin. Though Chauveton seemed to "scrub" a little in some of the very difficult and fast passages, such a stroke perhaps suited the piece. He played harmonics cleanly and accurately all the way to the top of the fingerboard. In the *allegro* part of the second movement, Straight has achieved some interesting effects that remind one of a folk dance.

The *Sonata* probably displayed the technique of the performers to its fullest extent. In the second movement, the violin had the dominating part, if only because of the technical fireworks required of it.

Following the intermission, the duo played Gabriel Faure's *Sonata No. 1, Opus 13*. Chauveton played with a very full, rich tone, well suited to the romantic character of the piece, but he retained his precision and employed no exaggerated *rubato*.

In the first movement, *Allegro molto*, there were many double stops of an octave, all of which Straight played in perfect tune. He handled the difficult piano part with ease and smoothness. Chauvevton's very clear, singing tone on the E string made the *Andante* especially effective. The third movement, *allegro vivace*, was played in a very sprightly and crisp manner and Chauveton demonstrated some very precise *pizzicato* technique. Straight, in the final movement, *allegro presto*, played a very difficult piano part with his usual precision, authority, and sensitivity.

As an encore, the duo repeated the *allegro vivace*. Chauveton did perhaps his best and most deeply-felt playing in the Faure sonata.

The duo was always well-balanced. The piano was never too strong, and Straight seldom played mechanically. Chauveton showed himself capable of doing at least a good job on a variety of music and sometimes seemed inspired, especially in the Faure. His playing was not flamboyant, but was consistently precise, forceful, and unaffected.

HIRING PROFESSORS —

'Our Teachers Teach for Intangibles'

by Bruce Lambert

Maintaining qualified faculties is a primary concern of colleges and universities in America.

The proportion of teachers who hold Ph.D.'s has dropped from 40 to 30 per cent in the last decade; the amount at Hamilton is about 65 per cent, according to President Robert W. McEwen.

"Probably not a dozen colleges in the country pay more per credit hour per student for faculties than Hamilton College does," McEwen said. "And we have a darn good faculty to show for it."

"Our salary schedule is fairly satisfactory. We don't have the best, but it is pretty good, and it keeps rising. Besides, our teachers don't teach for money but for intangibles . . .

"The conditions here are pretty good. We offer good students, a good library, and fairly good laboratory facilities.

"We don't have the red tape of a big university," he said, "and we are not in the trouble that some colleges are."

McEwen said most vacancies in the faculty come "at the bottom of the totem pole," at the beginning positions. Usually the positions are filled by young instructors or assistant professors who have their master's degrees and, sometimes, the residences for their Ph.D.'s.

"These are deliberately short-term appointments," he said. "Both the man and the College understand this. These young eager-beavers are just what we need for these positions.

"We realize that if they are good enough to come here in a starting position, often they are too good to stay here at the bottom level. Sometimes, though, it does work out that they can stay and work their way up . . .

"Most are here for one to two years, three as a maximum. If they do stay on, we renew their contracts for three years. After that, we begin to talk about tenure."

The College gets candidates for the positions by writing and interviewing "people we know at the better universities and especially strong departments of other universities," McEwen said. Usually the contacts are made through the heads of departments here.

"After we find three or four candidates, we stop hunting. We decide who is the most likely and then invite him to stay here at our cost.

"He talks with me, with Dean Tolles, with the chairman and members of the department concerned, and with a committee.

"Technically, the appointment is mine, but usually we come to a pretty fair agreement on our choice. Only once or twice have I pushed very hard for a choice I felt particularly strongly about." McEwen said.

"Just for a one-year slot we may bring three or four men here. It's expensive, but we think it's worth it."

Another source for faculty appointments is professional society meetings, sometimes referred to as "slave markets" for that reason, but the College does not use this method much.

"And there are teachers' agencies for colleges, but we rarely make use of them," he said. "Too likely, their applicants are distressed personnel. We do get lots of applications from men who write on their own iniatitive . . .

"Most get a form letter or rejection, but there are some who do excite us. If we do not have a spot open for them, we ask them to wait and keep us in mind.

"Once in a great while a department chairmanship becomes vacant and we have a really important appointment to make . . . I go to graduate schools and ask them, 'Who have you graduated in the last five or ten years who is not in as good a position as he should be?"

The Hamilton faculty stands at 80, maintaining the ten-to-one student-teacher ratio which is considered a magic number in educational circles. There are 14 members of the senior administrative staff.

"Looking into the next decade, I see more mobility and turnover than Hamilton has ever had or liked, although the change may be good for us."

McEwen said that many teachers receive offers of higher positions and pay, and even the chairmanships of departments at other schools.

"Just their teaching here makes them bait . . . Usually they are tempted to stay, but not always. We are not the only good school in the country."

Whenever a teacher leaves, often some students will rate him as the best member of the faculty, McEwen said, and it is hard to explain to them why the man is not staying.

"But we haven't lost many we were fighting to keep," he said.

A major problem is providing opportunities for research, which has been made popular by the large universities. "But how do we free a man for research?" McEwen said.

"Sometimes we can give him a light work load — and our faculty regards its load as relatively heavy — or we can give

(Continued on Page 6)

-News Shorts-

G. Harvey Cameron, professor of physics, was honored at the annual meeting of the Association for Crippled Children and Adults of New York State (Easter Seal Society) with an award for his pioneering efforts in helping to establish a Hearing and Speech Center at Utica Children's Hospital Home. Cameron was also honored for his unfailing support of the Center since its establishment in 1951.

* * *

The film "Red Shoes" will be shown today at 6:20 and 9:10 at the Kirkland Art Center. The Art Center will show "Anna Christie" on Nov. 15.

* * *

Candidates for the Regents College Teaching Fellowships must apply by Dec. 1. The program offers awards for graduate study at any university in New York State in preparation for college teaching careers. Interested students should contact Dean Tolles.

Freshman Class Elects Candidates For Run-off Race

In the freshman class presidential elections, James Mesler and Paul Feigenbaum emerged as the two candidates for the run-off election to be held next Tuesday. The loser of the run-off will be the vice-president.

The president will also become a member of the Student Senate.

Mesler was a member of the National Honor Society, president of the National Thesbian Society; two-year Chairman of the United Fund Drive, drum major for the marching band, and an officer in the Sea Explorers at Kenmore East High School in Buffalo. At Hamilton, he is a member of the Freshman Council, the Choir, and the Board of Editors for the International Relations Club Magazine.

Feigenbaum attended the Milne School in Albany, where he was editor of the Yearbook, vice-president of his class, and a member of the National Honor Society, the Student Council, the Student-Faculty Committee, and the Debate Club.

--Fern Hill--

—*by* JOHN LEOPOLD

L. It must have been rather disheartening to leave England.

PROF. Not really. I thought it far more important to come home and take care of family problems . . . and anyway, I found in England the same thing as in America . . . the culture is hardly based upon the family any more.

L. You are a firm believer in the sanctity of the family bond?

PROF. I grew up with an intense sense of family loyalty in an immigrant ghetto . . . really, where the Americans were the people on the other side of town. In England I saw the same sort of family decay as in America. As I travelled, I instinctively went to areas where there was still a flourishing peasant culture . . . Southern Italy . . . Southern Spain.

L. With each succeeding generation the area you grew up in probably became more American and less European. Did this bother you?

PROF. It is a pity in some ways. I believe it is a great privilege to grow up a part of two cultures . . . but it could make life rough for you when you get older. My town means a lot to me because of the ghetto where I grew up and also because in the mind of any sensitive man his neighborhood takes on the aspect of a deep symbolism in his later life.

L. Have you published your article on Wallace Stevens?

PROF. It's been out to three University presses. One still has it. It's a rat race. Things get sent around and around. But I've finihed a novella, which I hope wlll be published.

L. What is your novella about?

PROF. Essentially two things. It concerns the conflict between Southern Mediterranean cultural ideas about the family and the American way of life and the fact that the sensitive mind creates a neighborhood where he feels at home, spiritually.

L. Your novella is about an immigrant ghetto.

PROF. Yes.

L. Did you ever meet Wallace Stevens?

PROF. No. I never did.

L. Do you think Stevens' poetry is clouded in obscurity?

PROF. Stevens is fairly simple underneath the bizarre grace of his poems. Contrast this with Elliot. Elliot's meaning often is in some area in the far limits of the conscious mind. Stevens's whole impulse is toward clarity, order and logic. Of course Stevens is difficult, but if you read his poems over a good number of times, things fall into place.

L. Don't you find Stevens's color imagery confusing?

PROF. It is a fairly simple system but in a different context a color can take on a different set of associations. Explaining the system in abstract will make it sound very complicated, but after reading Stevens a while, you are sure you know what the color signifies in any given context.

L. You mentioned before that American culture is hardly based upon the family any more. Can you see undergraduates reaching for substitutes of the family bond?

PROF. Yes . . . certainly. All the impulses that would go to the family go to things like CORE, student organizations, the Peace Corps, fraternities, or at best, into the student's work. But as Auden says, what everyone really wants is not uiversal love but to be loved alone. So Many of my student friends seem to be casting about desperately for various sorts of universal loves they can devote themselves to, while it is painfully obvious they would be better satisfied if someone were nice to them.

I knew one girl who was running an underground railway in reverse at Cornell University. She turned her apartment into a flop house for Negroes from Northern Colleges, who were on their way South to sit in at some cafe. . . But this is the tendency when you don't have a strong sentimental life.

In effect, I guess I'm saying I believe in prejudice. I would much rather have a person who believed deeply in something and using this set of beliefs as a basis for living to go out and tolerate other people's beliefs than have a person look in a million corners for one thing to believe.

L. Were you ever questioned about prejudice by your British classmates?

PROF. Oh, sure. As a member of fact, I remember an incident very well . . . about a South African student. There was a meeting of the Junior Common Room, which was the social club of the whole student body. We had all contributed five pounds a piece to keep the room equipped with liquor, food, newspapers, etc.

The South African Negro student problem was in the news and the President of the Junior Common Room wanted to send half of the Room's funds to a South African group to send over a South African student. I objected. I felt that individuals should be solicited privately, and then I would make a contribution for that specific purpose. Some English boys could not understand that my position was not illiberal towards the South African student. They thought I was frivolous because I would have money for drink rather than to send it to that particular charity. Why not send it to the Eskimos? or the Indians? If that South African student ever came to England I wonder how many honest friends he would have.

LAST WEEK: Mr. Pilkington.

? ? ?

by JIM MEMMOTT

Speaking of smut, somebody ought to wash Mark Maxwell's mouth out with soap. I take issue with Mr. Name Withheld by Request, who recently wrote a rather belligerent letter to this paper's Editor. Maxwell's Chapel announcements aren't "clever and entertaining;" they're dirty. From all I can uncover about his last effort, he is getting more racy. His off-color remarks must end. Suspend him.

* * *

Why not compulsory chapel? There is an answer to this year's problem. Make Sunday night chapel services compulsory for those who desire compulsory chapel. They could enroll in the compulsory chapel program. Six cuts Freshman year; four cuts Sophomore year; three cuts Junior year; no cuts Senior year.

* * *

The "Poor Sport of the Week" award once again goes to our Associate Dean. Mr. Wertimer receives the award in recognition of his clandestine wanderings last Saturday evening.

* * *

A public phone is a public phone and we all thank the Administration for their humanitarian efforts to install wall phones wherever they can. We miss the humorous stunts we used to pull in the antiquated phone Booths, but we have gained so much more. Many interesting bits of knowledge about one's fellow students can be obtained by merely hanging around the drinking fountain. But why stop with phones? Why not public readings of juicy student mail. Establish a censor.

* * *

We all enjoyed last week's interview with Mr. Ezra Pound. Justt hink, right here on the Hill.

* * *

Visionary Editor, T. B. H., Box N, Ponce, Puerto Rico, has done it again. Certainly he is right when he demands that the school obtain more "out-of-staters." All of us "in-staters" would like to be "out-of-staters" and weapologize for our stereotyped conformity.

Who are the Charlatans trying to kid? I urge all sensitive, moral, and discriminating students to stay away in droves from the Charlatan's production of the *Knight of the Burning Pestle,* to be given November sixth, eighth and ninth, in the Old Infirmary. We have heard about this play, written by some Englishman, Sir Beaumont Fletcher, a well known rake. Let's keep our theater clean. The Charlatans should be required to advertise this broad farce in the Elizabethan manner as an "Adults Only" presentation. What ever became of good, wholesome American plays with a moral?

* * *

Carissima must go. I petition the Administration to tune in the outside world. Get with it, you administrators. The Beach Boys' latest, *Be True to Your School,* is the song for us. Rah Rah, Cis Coom Bah.

* * *

The Name that Column Contest has been a disaster. It is now in its twenty-sixth week; T. B. H. has issued a directive: "No name. No column." There seems to be no student opposition to T. B. H.'s directive. Nobody came to my "Save that Column organizational meeting." Better than be fired, I resign.

* * *

Two weeks from now I will begin a four part series on the Hamilton student. What is he doing? Why is he doing it? Does he like it? I will also launch a daring exposé of library intrigue.

* * *

Leaves are once again on the campus. Can't something be done about this annual nuisance?

Jack Linkletter

HOOTENANNY

Syracuse War Memorial

SATURDAY, NOVEMBER 16, 1963

●

SPECIAL ANNOUNCEMENT TO HAMILTON STUDENTS

●

Tickets for the **Jack Linkletter Hootenanny** will be available to Hamilton Students **one** week before Advanced Sales are open to the general public. The Linkletter Hootenanny features the foremost Folk Singing groups on television today. Linkletter made his television debut at Syracuse last year, and the over-whelming response given by the S. U. Students alone, has prompted the sponsors to make this offer to all interested students students of the surrounding area colleges and universities.

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THE SPECTATOR
HAMILTON COLLEGE
EDITORIAL SECTION
PAGE 4 NOVEMBER 1, 1963

A Statement of Position

While we await the reports of the Senate's committee created to study compulsory chapel and of the faculty's committee on religious program, we wish to restate our position.

We object only to the *requirement* that students attend some sort of religious service. We do not find offensive an exposure to the Christian religion – if it is in the classroom. If the faculty believes that Hamilton students should be exposed to the Christian religion, they should require a course specifically devoted to this program. Students attending a religious service, only because they are compelled to, debase the primary purpose of a service, that of a communal worship of God.

Services in the chapel may not be as good as they could be, but this alone does not bring us to demand the abolishment of compulsory chapel. Compulsory religious attendance at services of any faith is an affront to (1) the personal conscience, (2) the liberal arts education, and (3) the particular religious faith. Would it not be better to establish a program that would attract students rather than force them to attend?

What would happen if, as of the publication of this paper, students no longer had to attend the chapel service of their choice? The reaction, we suspect, would be catastrophic; attendance would drop radically. The challenge, to those responsible for the religious program on the Hill, to build levels of attendance back to a respectable level by offering a program that is relevant and enlightening, would be tremendous. The College would face the problem of local ministers throughout the country, that of *attracting* people to church. We think it would be a healthy challenge, both to the College and to the students.

For a Rathskeller

Little has been said in the past few weeks about a rathskeller for Hamilton College. We are certain that administrative energy has not flagged in its pursuit of the goal of obtaining a rathskeller within this year, yet we seem no nearer the goal than we were last spring, when a large majority of students pledged five dollars to build the facilities.

A rathskeller will not prove a panacea for Hamilton's problems; neither will a student union. Both, however, are steps in the right direction, and the rathskeller necessarily takes priority. We hope that either the Senate's Rathskeller Committee or the Administration will have a report of progress within the next week.

Making Dreams Reality

We call your attention to Mark Maxwell's speech to the Alumni Council on page 5. Much of what Maxwell stated has been said before, but we don't recall in this college generation as concise a statement of opinion on the three main concerns of Hamilton students, academic, social, and fraternal.

Many students on the Hill are disatisfied with their life here, Maxwell says, but few of them have taken the time to do anything constructive toward change. To consider in general the students here, one might conclude that the *status quo* is perfectly agreeable and satisfactory. If the students aren't satisfied, as Maxwell indicates they aren't, they must themselves provide the impetus for change.

Letters to the Editor

To the Editor:

In reading your paper, I have become interested in the current issue of compulsory chapel.

Perhaps the *Spectator,* or Hamilton students, would be interested in the outcome of a non-compulsory chapel program.

At Wells College, there is no religious requirement for the students. Non-compulsory chapel has existed for about the last twenty years. As a result of this policy, approximately ten per cent of the student body attends each religious service. The same students do not make up this ten per cent, thus the total number is larger.

Although the chapel may not have an outstanding attendance record, our policy has its merits. Those students who do attend are known to do so because they want to and because they gain some meaning from the service.

The Service League here is concerned with the lack of participation. Thus it feels challenged to provide a stimulating religious program and one which will help the individual to find and establish personal beliefs. The result is a program always ready to be changed with the needs of the students.

As mentioned in your editorial, religious faith is an individual matter and can not be forced upon a person by such programs as compulsory chapel. Nothing is gained by forcing a person to go through the outward gestures, or even to observe them. Faith comes only with personal conviction.

The effectiveness of compulsory chapel at Hamilton should be considered. Is it not possible that by requiring students to attend, a resentment, or rebellion is created on the part of many which hinders the purpose of chapel for them as well as for those who want to attend?

(Name withheld by request)
A member of the Class of 1965
Wells College, Aurora, N. Y.

To the Editor:

It seems to me that the Administration's methods for getting more student responsibility are basically wrong.

The Administration would like the student to become more responsible in two ways: either to act as his own police force or to obey the rules on his own. And of these two, it would probably prefer the latter.

Yet if the Administration continues to punish the whole student body, or at least a large part of it, for the actions of a few, it will get less, rather than more, responsibility. What is happening in this case is that the responsible students are being punished for the actions of the irresponsible. After a while, the responsible student is going to discover that he is getting nothing for his responsibility, except the same punishments as the irresponsible. So, unless he is responsible by nature, he will probably begin breaking the rules, too, since he has nothing more to lose.

Also, the Administration is putting a hardship on the independent students, who obviously need room parties more than fraternity members. An upperclassman who lives up hill can still go to his house for entertainment; the Independent has nowhere. This rule unduly hurts the Independents who were not breaking any rules, yet suffer a more severe penaly than the rest of the students.

I wonder, too, if the Administration realizes that instead of taking away freedom, it is actually giving the students more freedom. A logical alternative to room parties is motel parties, and surely more undesirable incidents can occur at motels than in the dorms.

And finally, the Administration seems to be obeying the letter of the law rather than the spirit of the law. The rule was obviously intended to prevent undesirable incidents which can occur in the wee hours of the morning.

However, the Associate Dean himself admitted that the couple he found, was merely sitting "innocently" watching television.

Since the couple was observing the intent of the law, is this not an unfair punishment to impose on a large part of the student body?

I also question the Associate Dean's answer that if we do not like the rule, we can change it. As I recall, these rules are not established by the Student Senate, although it can initiate discussion of them. They are decided by the Administration, and I doubt that the Administration would condone a request for room parties ending at, say, six in the morning.

If the Administration sincerely desires responsiblbe students, let it enact corrective, fair punishments. Flagrant exercises of power will not command the cooperation of the students; wisdom will.

Jim Lindstrom, '65

1. The rule on hours women are allowed in the dormitories reads: "Women are permitted in the dormitories only between 10 a.m. and 7 p.m. daily... Women are not permitted in the dormitories at any other time unless written permission has been obtained from the Associate Dean."

2. The present rules can be amended in the following manner: a. The Judiciary Committee may recommend amendment of these rules. b. Upon recommendation by the Judiciary Committee, these rules may be amended by the Senate. c. The proposed amendments are then to be submitted to the Faculty Committee on Student Activities for approval by the Faculty.—Ed.

To the Editor:

It has come to my attention that the Trustees have rehired Omar the Tentmaker to design a Student Union, and to build a sort of dangling modifier onto the Science Building. . .

I recently overheard one of Omar's men proposing to extend the Science Building into that quadrangle (in front of the building), and there are rumors that the Student Center might be erected on that beautiful piece of campus just below South Dormitory; the overall effect being, of course, to give our outmoded, provincial campus all the aesthetic beauty of Brookyn College.

I urge you to look into this matter, and if the case be as I have stated, to girdle your loins and endeavor with all deliberate speed to . . .

W. B. Leavenworth, '65

Admissions School: A 'Complete Success'

—*by* RICK EDELSON

"There was a unanimous feeling that the admissions school was a complete success, and I personally thought that it was an extremely interesting session."

This was the general summation of Dean Winton Tolles on the experimental alumni conference held on the Hill last weekend to familiarize the alumni with the Hamilton admission policy so that they could recruit prospective students intelligently.

The thirty-five attending alumni were chosen for several reasons.

First, they were all people who have demonstrated strong interest in the admissions program and have been active in their local alumni organizations.

Second, a young set of alumni were chosen, since the administration has noted that those alumni between five and twenty years out of Hamilton are generally the most active in alumni groups.

Third, the invitations were limited somewhat geographically since this admissions school was an experimental program, and since the alumni were responsible for their own transportation costs.

On Friday afternoon the alumni were briefed by Tolles, Dwight Lindley, associate professor of English and a member of the admissions committee, and Sidney Bennett, secretary of admissions, concerning the type of student Hamilton is interested in.

Tolles informed the alumni about the general requirements for admission to Hamilton and emphasized that while Hamilton is constantly on the alert for the well-rounded student, the student who will eventually be successful on the Hill must "kind of have to like to study." Tolles emphasized strongly the "specific pressures of our curriculum" and the effects that these pressures have on the admissions policy.

He stated that in judging prospective students, the Admissions Committee pays most attention to grades in English Composition and in foreign languages due to the specific requirements of the college in these areas. He said that a student's record in English and foreign languages is the best indication of how he will fare at Hamilton.

Bennett noted exactly how great a role the various forms of information concerning prospective students actually play in acceptance and rejection. He provided the alumni with information concerning the academic abilities of the present undergraduate body and stressed the importance of the writing sample in predicting the future success or failure of the applicant.

Lindley informed the alumni of the type of student in which the faculty is interested. He stressed the importance of creativity and imagination as desirable qualities.

In the late afternoon the alumni were split up into groups of four, resembling the admissions committee, and each group was provided with seven folders of men who had appiled to Hamilton two years ago. These applicants included some who had been accepted and others who had been rejected. Of those who had matriculated, some were doing poorly while others were doing quite well.

Unaware of the Admission Committee's decisions concerning these students, the alumni committees attempted to predict whether the individual student would be successful at Hamilton and then proceeded to "accept" or "reject" them. On Saturday morning they reported their decisions and were informed of what the actual decisions and results had been. This helped to familiarize the alumni with the admissions program and qualities for which to look when examining prospective students in their areas, Tolles said.

SPEECH TO ALUMNI —

Hamilton College: A Magnificent Dream

(Last Friday night, Mark Maxwell, a senior and chairman of the Senate's Social Committee, spoke to the Alumni Council on what he, as a student, thinks Hamilton College is today. Maxwell entitled the speech Great Exceptions.

We present here the complete text of the speech, for, as one alumnus who heard the speech expressed it, Maxwell "said things that students 25 years ago would not have dared to say."—Ed.)

—*by* MARK MAXWELL

A long time ago a man called Socrates had a dream, and he gave it to Plato. Know Thyself, he said; and Plato, who was somewhat delighted with himself, said Fine, and he founded a liberal arts college. Sometime later an alumnus called Samuel Kirkland had the dream too, and he founded a liberal arts college, with the same motto, "Know Thyself."

His college is still here, the alumni still have the dream, every once in a while, and the motto is still in the appropriate position — on the stationery, on the seal, and in our minds. Hamilton College is a product of a dream.

Tonight I would like to talk with you about the College, which is a magnificent dream to some people — because for others it is not a dream, not a joyous experience, not "the best time in their lives."

Three Faces

A lot of undergraduates don't like it here: from the 22 Freshmen who left last year, to the seniors who swear they won't give a penny to the school; from the president of the freshman class, who left, to the senior who is seriously considering it. I want to talk with you about the College—what it looks like from below, what it looks like to the student.

To the student the College has at least three faces. The Academic, the Social, and the Fraternal. They each shape, and are shaped, by the others; I would like to show their relationship. What I am doing is not easy, for it's difficult to look hard at a dream, but we've got to, or the dream becomes an illusion.

Originally, in Plato's day, the students only took one subject—Philosophy, the love of wisdom. Their job was relatively simple, they only had to find out what was Truth, what was reality, and what to do about it.

By Aristotle's time the job was made more difficult. Not only did they have to know Truth, Beauty, and Reality, but they had to know biology, rhetoric, logic and a few other disciplines.

Specialization

Since that time, specialization has taken over. Today few graduate schools would accept you if you claimed to know truth—they would much rather you took biology 11-12. Knowledge has been compartmentalized and divided, and the emphasis is not on the relationship of the different disciplines, the unity of the liberal arts, but rather on proficiency in individual disciplines.

The purpose of the liberal arts is still to educate people to look at life, to see the world—in one sense, to know Truth—to Know Thyself. But today, the diversity of disciplines makes this search very difficult, clouds the goal behind a multiplicity of facts, a barrage of achievement tests; many people no longer know what they're looking for: the danger of this is obvious. If people study the different disciplines without learning to know themselves, the discipline (history, biology, or what have you) becomes less and less relevant to living. The concentration on the specific fact blinds you to the implication of the fact for you.

Professors, today, are specialists and are less and less addressing themselves to finding a broad view of the world. They have chosen to devote their lives to one discipline, to one way of looking at life. Because they are looking from only one perspective, it is difficult for them to show a student the relationship between perspectives—difficult to showh a student the relevance of the subject, difficult to help the student know himself.

Seen from Below

What does the student see from below? A good many students see a maze of facts, lots of books to read, lots of work to do. Lots of students fail to see that these disciplines are about him, fail to see that they are relevant.

What are the implications of this? There are a lot of them. Learning is no longer a joyful experience, to "instruct and delight." The classroom identified with facts, not with life. Academic study becomes work, becomes drudgery, becomes disliked.

The inability to see the goal of work prohibits the student from being satisfied with work. The inability to get satisfaction from work itself leads people to get satisfaction from competition — memorizing whole pages of dates, compiling 600 page notebooks, which are forgotten, incessant worrying about grades. And this competition results in more competition, more work, and the work more and more irrelevant and more distasteful and more and more all-consuming.

Social Program

The most notable thing about concerts on the Hill, is that very few students go to them. People don't have time to hear a guest speaker, listen to a visiting poet, foreign relations specialist, read a book that they want to read. People don't have time to think. They're too busy doing work they don't want to do, because they don't know what it's about. The College becomes identified with this work—and becomes disliked.

The social program of the school is not at all part of the academic. The school is isolated, and it's difficult to bring dates here, to feed and shelter them against the winter weather, and there is a marked lack of things to do with a date.

But more than that, the social life on the Hill is not consistent, not homogeneous, but *irregular*. The social life here is not part of the academic, but a *reaction* to it. Some students go on wild binges, smashing glass, methodically breaking streetlights; once in a while a picture is slashed, or wood paneling is pounded to bits. Their goal is to get drunk, to forget about the grind of work, to reject and escape from the competition of grades and the irrelevant, joyless learning.

Pretty Grim

House parties up here are not periods of enjoyment; they can be pretty grim. They are one unsatisfactory excess which come as a reaction to another. The social life here is not only a reaction to the academic life, but a rejection of it. House parties are anti-intellectual, anti-racial, and destructive.

The solution is not to do away with house parties, but rather to do away with the conditions that make them what they are. The liberal arts education has always tried to educate the whole man, to realize that he is simultaneously social and intellectual. It is ironic that at a liberal arts school, the academic and social lives of the students are so much opposed.

The fraternities on the Hill are directly related to the social situation, for they provide the only social facilities on our campus. To understand the fraternities today you have to understand the academic and social pressures that have been working on houses for the last twenty years.

Since World War II, fraternities have become less intimate. The number of students here on the Hill has almost doubled; the number of houses has increased by one. Higher maintenance costs have pressured houses into accepting large numbers of people, and as a result, the relationships between members and the group have become less significant, less meaningful. You can't have the same feeling among 70 members that you can have with 30.

Fraternities are becoming less and less meaningful because people are more and more concerned with achieving high grades. Increased academic pressure on individual students doesn't leave much room for the bull sessions and the large amount of time that must be spent together to make a fraternity meaningful. The center of a student's life is more apt to be his desk than his house.

Escape from Academics

Because fraternities have long been the only social facilities on the Hill, joining a house is often prompted, not by an affirmation of fraternal ideals, but rather the acceptance of a social reality. Because fewer and fewer members are joining to find a close knit fraternity — with a capital F —houses no longer seem to be the scene of the meaningful student relations that they once were. They have turned more and more to see their function as primarily social—that is, to provide a facility in which to escape from the academic.

Thus houses are no longer as meaningful as they once were; they are no longer a group of men living together and thus sharing a uniquely intimate experience — working together to live and to get a perspective on life. They are the scene of an excessive reaction to an excessive academic situation sometimes socially irresponsible, sometimes frenzied, and sometimes frantic.

So far I have tried to make four points—however unpleasant they may be.

1) Academic pursuits, to many, seem limited to the classroom, and irrelevant to life.
2) Social life, as a reaction to irrelevant, intense, and competitive academic demands, has become anti-academic.
3) Many fraternities are no longer fraternal; they have become primarily social.
4) Many students today reject the academic, because it seems irrelevant, reject the social, because it seems to have no real value in itself, and reject the fraternity, because it offers only the social. They are unable to love the life up here, love their work, their fraternities, or their school. Today's students are mobile—they can leave the hill, leave the four walls of their fraternities, or of their school. Many of them do.

Where Do We Go?

Where do we go from here? Before we can go anywhere we have to decide what we want to be . . . decide what the dream means. I think the dream means a number of things. We want learning to be a joyous experience, relevant, not only to graduate schools, but to life. We want people to know biology, chemistry and anything else—sure. But we also want him to Know Himself.

Liberal arts are about life; we don't want to limit them to a classroom, to nail them up in an academic coffin. We want to extend the classroom to the campus, to extend the academic into the social. We want fraternities to offer a meaningful and significant experience. We want to be an academic community of students and scholars examining and confronting the problems of life from the different perspectives of varied disciplines.

How do we go about it?

First, we must make the liberal arts relevant to students, must make people aware, not only of facts, but of the implications of facts. To do this we must give people time to think, time to examine, time to pursue their own interests. To make learning relevant to the student, we must make sure he has enough time to do some thinking.

We also must give him some direction. We must make the purposes of biology 11-12 and history 11-12 and compulsory chapel and everything a student studies explicit; let the student know *why* we are studying *what*. We might not be able to make the student see the relationship of learning to life; we might not be able to make sure the student knows himself, but we can tell him to look in that direction. The main point here is not to reduce the amount of work, but to make it more relevant, more joyous; to let the student take part in a dialogue that has been going on since Plato, to show the student how the liberal arts are related to life, and how life is related to the liberal arts.

Separation

Second we must end the separation of the academic and the social. There are a number of ways to go about this, from establishing a rathskeller that would set the stage for student entertainment and student discussion, and a meeting ground between faculty and students, to coffee hours with the faculty, where people would address common problems from the standpoint of their differing perspectives.

When students realize that the academic life is living, it will merge with the social; people will find more time to pursue their interests, will be more able to know their interests, more able to know themselves.

There should be more to do on weekends, for these weekends should no longer be narrowly social, but rather the time for students to utilize the perspective on life he got from the classroom. To take part in the academic community, which learns about life through plays, music, and art, students would participate in the liberal arts and know their relevance to life.

Third, fraternities would be forced to become more significant if they could not justify their existence by being the sole social facilities on campus. They would be forced to be the scene of more significant relations between members, than the mere common endeavor to provide lodgings for dates. They would either be the setting of meaningful experiences—people working and talking and thinking together, or they would cease to exist. It was exactly this kind of experience that made the word "fraternity." We should make it so again.

The Magnificent Dream

I'm talking with you tonight for a number of reasons. First, because you're specialists in the liberal arts—you've gone out and lived, which is probably the best graduate training anyone can get. Because you've left the school, and come back with more experience, you can help us. You know what was, you can get an idea of what is, and you have some idea of what should be. You can share your experience with us.

The main reason I'm talking with you tonight, is that Hamilton College is a magnificent dream, and we both have it. There are a number of interesting things about dreams, that I learned in the beginning psych course. No one has exactly the same dream as anyone else; some dreams are visions — and some dreams come true. Ours is partially true already.

A long time ago a man called Socrates had a dream, and he gave in to Plato. And we have it now.

Faculty, Students Evaluate Speech

"If we can do anything to point up the forest instead of the trees . . . we will."

This is Associate Dean Sidney Wertimer's reply to what Mark Maxwell, in his speech before the Alumni Council last Friday night, cited as a trend toward departmentalism and a lack of unity in the liberal arts.

Wertimer acknowledged that "the pressure is on," and added, "but this is life . . . it's full of it."

Opinions on the content of Maxwell's speech varied from complete agreement to considerable doubt, but the consensus of administration, faculty, and students who heard the speech was that Maxwell presented a well-organized piece of oratory.

Maxwell impressed President McEwen as being "sincere" and "concerned." McEwen agreed that liberal arts calls for a unity of knowledge "rather than departmentalisms," but added that, "If Mark was saying that the student body should have the ideal right now, then he's asking too much."

Richard W. Couper, administrative vice-president, questioned Maxwell's "arousing the old bugaboo of too much factual knowl-

(Continued on Page 6)

Morron Lecture

(Continued from Page 1)

azines. Two of his sermons were anthologized in the 1962 volume, *Sermons to Intellectuals from There Continents.*

During World War II he served with the Army in Europe as an Infantry officer and as a liaison officer with the French Army. For two years after the war he was assigned as liaison officer with the Russian Army. He was released from service in 1947 with the rank of captain.

Coffin received his Bachelor of Arts degree from Yale in 1949, and his Bachelor of Divinity degree from the Yale Divinity School in 1956.

Speech to Alumni . . .

(Continued from Page 5)

edge. In order to carry on day to day work you need a certain amount of this knowledge," he said.

Couper said that Maxwell's plea for greater integration of social and academic pursuits was a "good point." He indicated that he would like to see more student-faculty contacts outside the classroom such as students eating dinner with professors and vice-versa.

Robert Hevenor, director of public relations, said Maxwell presented his speech in "an attractive and appealing style," but that "the picture is not as black as he painted it." Some of the things Maxwell said, according to Hevenor, were "gross generalities. Some people were probably shocked."

Herbert C. Hansen, director of alumni affairs, termed the presentation "a very excellent job." Hansen said, however, that he does not believe the schedule for most students is so heavy that they can't take in outside activities.

The speech evoked "a pro and con type of reaction" among the alumni who heard it, he said. "They were primarily concerned with social life and, in particular, the role of fraternities."

"The time for outside activities is there if the student wants to use it," according to Prof. Dwight N. Lindley. "He is perpetually making choices, and I think he has to."

About Maxwell's statement that "social life here is not part of the academic, but a reaction to it," Lindley said: "This isn't any great change. This has always been true for most students. For some few students on some few occasions, it is not true."

"Most people on the Hill realize that there are certain social inadequacies here, and there is not a sufficient correlation between the social and the academic," according to Dave Donavan, chairman of the Student Senate's budget committee. "The work is becoming increasingly more difficult, but this seems necessary." Donovan said bright students and work that is "steep and hard" are needed to preserve the reputation of the school.

Scott Hand, president of Alpha Delt, said that Maxwell delivered a "good speech, although a little idealistic and not really practical." He said that Maxwell's views reflect those of many people at the College, "but they are not something that you can really work with."

Commenting on Maxwell's statement that social life here is a reaction to the academic, Hand said, "I don't think that, at the time they undertake social pursuits, they are doing it consciously as a reaction to academic life."

Pete Weltner, president of Sigma Phi, was in accord with the views presented by Maxwell. "I'm very favorable toward it, and I agree with what Mark said."

—Jim Stear

Frosh Teams . . .

(Continued from Page 8)

early in the final quarter.

Hamilton's cross country team faced Union on Wednesday and lost a close contest, 28 29. Andy Campbell was the first runner for the freshmen followed by Peter Hotine. Last Saturday the frosh runners defeated the R.P.I. frosh before the Homecoming crowd.

Hiring Professors . . .

(Continued from Page 2)

him a year's leave. Yet, how often can you afford to spare a man? How can you be sure of getting a good substitute?"

He noted that research at universities is financed by government and business at the rate of 80 per cent, whereas Hamilton has no such resources.

"It happens only seldom that we decide a man is not good enough to keep," McEwen said, "and usually it is a short-term man anyway." He said since he has been here only two teachers have been released in cases of moral turpitude.

The proposed coordinate college system might attract some teachers by providing a larger academic community, he said. The proposed year-round operation would have relatively little effect, although most teachers do oppose it for personal reasons.

"We believe in our small college approach. We don't think it is second rate, although it isn't meant for all kinds of people. And when I say this, it is something more than a sales pitch."

Modern transportation renders the College's location relatively unimportant, he said.

The hardest departments to fill vacancies in are Spanish, psychology, physics and mathematics. But generalizations for departments do not always hold; sometimes one specialized history field, for example, may be oversupplied while another is in short supply.

Sometimes appointments will shape the academic tradition a department will take. Hamilton's behavioristic psychology department is the most outstanding example.

"These are very important decisions, for they determine the direction of the College," McEwen said.

"There are many tough problems, and sometimes I make an unpopular decision . . . but that's my job."

Charlatans . . .

(Continued from Page 1)

ers, plus a modified Elizabethan stage with a balcony, are being used to make the production as authentic as possible, according to Moses.

Stage manager for the first big production in the new Minor Theater is Marty Baenninger. Roger Howlett, Phil Bourdillon, Bill Tarbell, and Larry Wagoner are in charge of properties.

Directing scenery construction are Alan McCullough and Rick Pfau. Skip Patterson is supervising lighting, and Conway Wilson-Young, Bill Winslow, and Bill Hamilton are in charge of costumes and make-up.

Friends and guests of the College may reserve tickets for any of the three performances by calling the College switchboard.

Football . . .

(Continued from Page 8)

team in rushing. Warren Bratter was the leading pass receiver for the afternoon with four receptions.

Jones had special praise for Bratter and Earl Tompkins, both of whom played excellent defensive ball, and also for tackles Hugh Carson and Al Robinson for their fine line play.

After five games the Hamilton offense has amassed 170 points, an average of 34 points per game. Burns continues to lead the team in passing with 48 completions on 83 tosses, good for 721 yards and eleven touchdowns. Schwalm also maintains his position as rushing leader with 311 yards in 67 carries.

Intramurals . . .

(Continued from Page 8)

7-6, to edge TDX for second place as TDX tied its third straight game, 6-6 with AD.

Football playoffs on Tuesday will pit Psi U against DU, and DKE against ELS. Both Psi U and DU are strong defensively, and have good throwers in Ed Macarack and Don Harvey. DKE's John Cookman and Mace Turner led their attack, while ELS has speedsters Ham Brown and Hank Drewal.

Volleyball final results show DU and the Independents representing the Buff, and ELS and Psi U, the Blue, in the playoffs. DU vs. Psi U and ELS vs. the Independents are the games on tap for Monday.

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Colgate Fire Arouses Concern Here

Blaze Consumes Valuable Records

A million-dollar fire which lighted early morning skies "like a volcano" destroyed a 90-year-old administrative building and many valuable records at Colgate University last Sunday.

In the first estimate of damage, a spokesman for the college said it would be "days, weeks, and maybe even years before current records could be reconstructed.

Vincent Barnett Jr., president of the College, said later that "damage may not be as paralyzing as first feared."

The fire resulted from defective electrical wiring in the building and not from arson, as was rumored earlier.

Up to 150 firemen from the Hamilton area fought the fire from 4 a.m. Sunday to that afternoon. A night watchman discovered the fire and turned in the first alarm at 3:55.

The fire blazed until shortly after 7 o'clock and smouldered with an occasional flare-up until 2 p.m.

As many as 16 nozzzles were directed on the fire at one time. Five area fire companies battled the blaze, and others stood by on alert. Water was pumped from four hydrants and Taylor Lake on campus, and two gates in a supplying dam were lowered to increase pressure.

Colgate students helped fight the blaze by carrying hoses, extinguishing scattering sparks, and breaking windows with rocks to let the water in.

A few firemen remained through Sunday night in a "soaking" operation of the ruins. The building had two three-story wings and a four-story center, which was hardest hit by the fire.

The watchman had checked the building about 2 a.m. and found nothing. Apparently the fire started soon after, for the first wall collapsed at 4:10.

President Barnett returned immediately from a visit to Yale and directed the relocation of college offices at a staff meeting Sunday evening.

Files in Root Hall Protected; Records in Buttrick Exposed

by JERRY ENGELMAN

Administrative offices and records at Hamilton are not as vulnerable to destruction by fire as they were at Colgate, officials said this week.

The undergraduate records for all past and present students at Hamilton are presently kept in a "fire-proof" cabinet in the recorder's office in Root Hall. This cabinet, in theory, can withstand the heat of a fire for about one hour.

Associate Dean Sidney Wertimer, however, pointed out that any fire in the building would be detected long before it had burned for an hour. Root is protected by a sprinkler system which turns on and automatically sets off an alarm when the temperature reaches 140 degrees.

Wertimer recalled that two years ago a fire started in a waste basket in Dean Tolles' office, and this fire was detected just a few minutes after it began. Wertimer also pointed out that there is little in Root that can burn, The walls, floor, and ceilings of the building are all made of stone and cement and the desks, chairs, and curtains are the only readily combustible materials.

While the academic records are reasonably safe, the detailed student records and the records of the office of admissions, both of which are kept in non-fire-proof filing cabinets, could easily be destroyed. Wertimer suggested that the greatest danger resulting from a fire in Root would be water damage, which would leave the papers intact, but destroy the records on them.

In Buttrick Hall there is no automatic protection for the records. While Root has a sprinkler system throughout the building, Buttrick has no fire-detection system at all. The president's records and the alumni records are completely exposed. The financial data, however, is kept in a fire-proof vault which has a minimum fire-resistant rating of one hour. Buttrick is of a construction similar to Root, but because of the greater number of unprotected records in Buttrick and the lack of fire-detection apparatus, a fire in Buttrick would result in a greater loss than a fire in Root.

While a fire in the Library would probably gut the building and destroy all the books, the College would not be left with a complete loss. According to President Robert W. McEwen, the College maintains, off Campus, a microfilm record of the entire card catalogue in the Library. McEwen also stated that the College keeps off-campus film records of undergraduate information for all students who graduated more than ten years ago.

When asked why the College does not keep off-campus microfilm copies of the records for present undergraduates, Wertimer and McEwen gave three reasons.

First, Wertimer noted that the presentr ecords are constantly changing, and it would require an almost continuous photo-copying service to keep the off-campus records accurate. Second, McEwen explained that the microfilming process is quite expensive and would incur a severe "administrative overhead" if the film records were constantly up-dated with each semester or each year. Third, McEwen and Wertimer both felt that, in the event of a destructive fire, the faculty would assemble a suitable reconstruction of the students' records from their grade books.

In light of the fire at Colgate, Wertimer said that Hamilton "may be taking steps to do something" about the possibility of a fire in the administrative buildings.

McEwen noted that, in contrast to the records at Colgate, Hamilton's records are located in two separate buildings and would not be completely destroyed, even if one of the buildings were to burn to the ground—an unlikely proposition.

McEwen stated that Hamilton "stood ready to help" Colgate in any way possible. Colgate may wish to borrow Hamilton's accounting machines and IBM equipment in order to speed the process of reconstruction of financial records.

The Hot Corner

SPIRIT ON THE ICE

by BRUCE ROCKWELL

Probably the two teams that generate the most enthusiasm on the Hill are the football and hockey teams. While the gridders are still in the midst of their season, (and what a season it is!) the hockey team is preparing for its guelling season.

The hockey season begins early in December and runs through two school recesses (Christmas vacation and the semester break) until March. The schedule consists of at least 15 games, and almost every team Hamilton plays actively recruits hockey players. The icemen clash with players who are bigger physically and whose educations are paid for by hockey scholarships.

Although the hockey record of the past three years is nothing to shout about, Hamilton fans are loyal to this team which never gives up. Certainly no one who saw the Middlebury game last year will ever forget Hamilton's 2-1 victory over the Panthers and their All-American Dates Freyberger. And no one here on the Hill will ever forget goalie Ted Marks who has been making fantastic saves for the past three years and will make many more this year.

At the end of January last year, the Continentals, having scored only nine goals, were winless after eleven games. But after the break for exams, the team's hard work and never-failing spirit paid off, and the team went on to win two and tie one of its last six games.

In those six games the defense tightened up even more than before, and the offense picked up considerably and scored 16 goals in those last six encounters.

The team is currently practicing two days a week down at the Clinton Arena so it will already be in good shape when the Sage Rink is ready for hockey.

About 20 skaters are out for the team including seven lettermen. They are co-captains Marks and John Cookman and Walt Blake, Bill Cranz, Jon Kinne, Pete Munson, and Rad Pearsall. Also returning are juniors Tom Macy and Tony Woodin who did not play last year.

Phil Baldenhofer, John D'Arcy, Al Goldecker, and Henry Little also return to the squad. And Rob Carson, Frank Lloyd, Stu Marsh, and Pete Williams have all moved up from the freshman team.

The team will be essentially the same as last year's (only King Martin and Seymour Smith graduated) except more mature. The spirit is high and every indication seems to indicate that the team will give a better account of themselves this year.

As Coach Greg Batt said, "They showed definite signs of jelling at the end of last season as evidenced by the tie with Norwich and win over Middlebury." Both teams had clobbered the Continentals earlier in the season. Certainly no one hopes more than Batt that his team will continue to jell this year.

It was recently announced that Princeton had been added to the schedule. Herbert C. Hansen, Director of Alumni Affairs, stated thatt his game, to be held at the South Mountain Arena in West Orange, New Jersey, on December 19, will be jointly sponsored by the Hamilton College Northern New Jersey Alumni Association and the alumni associations of Princeton in northern New Jersey.

The profits of the game will be used to set up a scholarship fund. And, more important, it is hoped that the game will expose the name of Hamilton College to more people in this area, where hockey programs are producing fine young hockey players.

* * *

SPORTS SHORTS — In a high scoring game such as last week's 58-0 trouncing of Haverford, the backs and ends are justly given a great deal of praise. But often one overlooks the great line play that enables the backs to perform so well.

Tackles Hugh Carson and Al Robinson and guard Al McCoullough played truly great games, and center Don Weir and guard Sam Havens were certainly more than adequate as replacements for the injured Balotti and Neun. And how about center Gene Deci who scored the first touchdown of his college career.

And finally our prediction: Hamilton will beat Wesleyan tomorrow by one point.

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Hill Booters Win Two Games, To Clash with Hobart Here

by TOM CRANE

Riding the crest of a two game winning streak, the Hamilton soccer team will face Hobart tomorrow afternoon on College Hill. The game, the final home encounter for the Continentals, will begin at 2 p.m. The Buff and Blue will be attempting to keep alive their chances for a winning season by defeating the Statesmen.

Coach Ray Demuth's Hobart team promises, however, to be anything but a "statesman-like" opponent. Hobart is enjoying one of its finest seasons in the past ten years. Thus far, Hobart has improved greatly upon last year's 1-6-2 record. As of Wednesday, the Statesmen had compiled a 4-3 mark, defeating Ithaca, Le Moyne, St. Lawrence, and Union, while dropping contests to R.P.I., Clarkson, and Rochester.

The Statesmen are led by Dave Gibson, a peppery senior forward. Last year, Gibson was the team's leading scorer and was named All-State left inside. This year, playing at the right wing position, Gibson is once again pacing the Hobart attack. In last Saturday's 3-2 victory at Union, he tallied all of the Statesmen's goals.

Hobart's starting lineup will be Dave Otis at goalie, Captain John Springett and Manuel Roberts at fullbacks, Bill Guardenier, Paul Buckingham and Pete Rogers at the halves, and Dave Gibson, John Whitmarsh, Ben Wilkinson, Dan Rogala, and Al Dalrumple on the line.

Saturday's meeting between Hamilton and Hobart will be the tenth in a series that began in 1954. Hamilton has won five and tied one of the nine games played. The tie occurred in last year's contest. Since that game a year ago, Hobart has shown definite improvement. With Hamilton on the rebound after dropping its first three games, Saturday's contest promises to be close.

The Hillmen finally broke into the victory column last weekend by defeating Clarkson 2-1 before a large Homecoming Day gathering. Enjoying the balmy Indian summer weather, the Continentals beat Clarkson for the fifth straight time in as many seasons.

After an even first quarter of play, Hamilton opened the scoring at 9:45 of the second period on a goal by left inside Sandy Stone. The team's leading scorer, Carl Bianci, added another tally at 9:30 of the third quarter on an assist from Marty McCann. Three minutes later, the Golden Knights tightened the game at 2-1. A strong Hamilton defensive effort in the fourth period, however, preserved the 2-1 victory.

Hamilton coach Manfred von Schiller was pleased with the defensive play of his team against Clarkson. He noted that the Golden Knights were enjoying their best season since 1957. They closed with a 5-3-1 mark. Von Schiller also pointed out that Saturday's game marked the first time this year that the Hamilton offense outshot its opponent.

The only discordant note in Saturday's game was the loss of goalie Ken Gould. Gould, team co-captain, had to leave the game midway in the third period after suffering a leg injury. He was replaced by Bob Moore.

On Wednesday, the Hillmen traveled to Canton to meet St. Lawrence. Despite blustery winds and aggressive play by the Saints, Hamilton won the game 3-2 on a goal by John Leopold in the waning minutes of the game.

Although this was the finale of a dismal season for the Larries, they made a determined bid to end on a winning note. Only 68 seconds after the opening whistle, Keller scored for St. Lawrence. Briggs made the score 2-0 at 9:47 of the second period. The half ended with Hamilton trailing 2-0.

The score remained the same in the third period marred by many jarring collisions. In the final period, however, the Hamilton attack finally jelled. Goals by Carl Bianchi at 2:55 and 12:15 knotted the score at two all. Then, with less than four minutes remaining in the game, Leopold booted home the winning goal.

—Photos by Hunter

TOUCHDOWN — Hamilton's quarterback, Don Burns, lugs the ball seventeen yards for a touchdown against Haverford. He has now scored four touchdowns and passed for eleven more.

Continentals Victorious, Prepare for Wesleyan

by JOHN FRISBEE

"Wesleyan will have a very definite weight advantage over us," said Coach Don Jones, discussing the Continental eleven's next opponent, "and we will lack depth on the line with Carl Neun and Frank Balotti still on the injured list."

The Cardinals are basically a running team and have a strong attack built around two veteran halfbacks. Warren Thomas and Gerry Miller, last season's two leading ground gainers, supply the bulk of the team's offensive strength, and are supported by sophomore Bob Chester who last year averaged 7.6 yards per carry on the Cardinal freshman squad. The team also has two quarterbacks who are adequate passers. But the biggest boost to the Cardinals has been the promotion of 23 sophomores from last year's undefeated freshman team to the varsity.

Although Wesleyan has lost three of its first five outings, all the losses have been by narrow margins. Playing the Continentals on their home field, they could provide a serious threat to Hamilton's chances for an undefeated season.

Last Saturday, the Hillmen put on one of their finest shows of offensive strength in recent years, amassing 475 yards running and passing, as they routed Haverford, 58-0. Don Jones emptied the bench, allowing the second and third teams to show off their wares before the homecoming crowd.

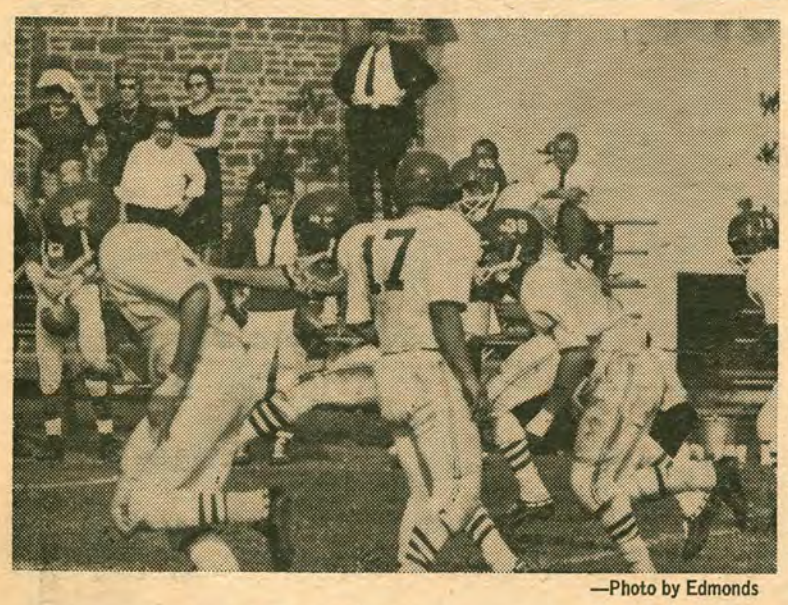
Quarterback Don Burns and halfback Ty Brown led the Hamilton scoring, each with two touchdowns to his credit for the afternoon. Burns' scores came on runs of one and seventeen yards, and Brown's came on a 27-yard run and a 66-yard toss from Bill Reukauf. Even center Gene Deci got into the scoring column when he took a lateral from end John Payne and ran 19 yards to pay dirt.

Hamilton got off to a slow start with the first score coming with less than two minutes remaining in the opening period. After Hamilton had blocked a Haverford punt, Burns carried the pigskin over for the touchdown. The Continentals did not get another marker until the last three minutes of the second quarter when Burns scored for the second time on a seventeen yard run. One minute later, Tom Ward intercepted a Haverford pass to set up the third Continental touchdown of the game. Mike Schwalm carried the ball over for this third score.

In the second half, the Hamilton offense broke loose with the second and third teams scoring five of the last six touchdowns. Quarterback Bill Reukauf led the attack, completing seven of ten passes for 153 yards and three touchdowns. Jim Kuhe also completed a pass in his only attempt.

Burns again passed well, completing nine of his fifteen attempts. Ty Brown, with 49 yards in four carries, and Mike Schwalm, with 52 yards in 11 attempts, led the

(Continued on Page 6)



—Photo by Edmonds

THE KICKOFF — Don Weir is shown kicking off to Haverford in the game last Saturday. The Continentals are (l-r) Sam Havens, Weir, Warren Bratter, Hugh Carson, Al McCullough, and Ty Brown.

Harriers Seek Fifth Victory In Cortland Meet Tomorrow

In the past five days, the Hamilton Cross Country Team has added two more victories to its season's record. The Continentals are now 4-1.

The first victory was taken from R.P.I. who bowed to the Continentals 21-35 on the Hill Course last Saturday. The thin-clads won the easy way, as Rick Cunningham, Al Podosek, Dan McKeon and Al Cardona swept the first four places respectively. Scott McDonough ran eleventh to complete Hamilton's scoring.

On Wednesday, the Hamiltonians traveled to Schenectady, where they defeated Union 25-30. The Continentals grabbed the first three places to clinch the meet as Cunningham, Podosek and McKeon finished far ahead of Union's Dave Ring. McDonough and Knoble took ninth and tenth to complete the victory. Al Cardona did not finish this meet.

Tomorrow the Continentals will be gunning for their fifth win as they journey to Cortland State for "a very tough meet," says Coach Gene Long. Cortland has one of the state's finest Cross Country runners in sophomore Bob Lelley. Cortland's second man, Joe Cordarro, is also a first class runner and the rest of the team is as good as or better than Hamilton's fifth man, Long commented.

Frosh Harriers, Soccer Team Win

Last Friday, the freshman football team ended its season on a losing note when it was defeated by Cortland, 13-12. As in its three previous games the team played well against superior opposition but couldn't muster sufficient offense to win. Jim Wenger and John Siebert accounted for the two Hamilton touchdowns.

On Monday the soccer team provided one of the most exciting games of the season when it defeated M.V.C.C. 3-2 in overtime. John Hackney scored two goals and Oliver Nichols scored one to highlight a comeback which saw Hamilton overcome a 2-0 deficit

(Continued on Page 6)

DKE, Psi U Take Football; Playoffs To Begin Monday

Playoffs for the Football and Volleyball championships will begin next week, according to Al Carrel, chairman of the Intramural Council. Volleyball playoffs, on Monday and Wednesday, and football playoffs on Tuesday and Thursday will pit the first place team of one league against the second place team of the other. Winners of the first round will play to decide the championship, and losers will battle for third place.

Regular season play ended on Wednesday, as DKE (7-0) and Psi U (5-0-2) copped first place in their respective leagues. DU (6-1) trailed DKE, and ELS (4-2-1) trailed Psi U.

In final action in the Buff football league, DKE beat SW, 18-13, DU blanked N Dunham, 28-0, Sig nudged TKE 7-6, and Gryphon beat the Independents, 7-0. Blue league finals show Psi U and D Phi winning by forfeits. E L S nipped a strong S Dunham team;

(Continued on Page 6)